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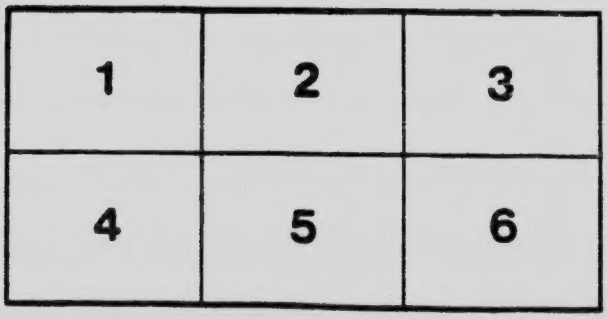

Written by _____

AUTHORIZED BY THE EDUCATION DEPARTMENT.

SENIOR III. READER.

No. **5**

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BY

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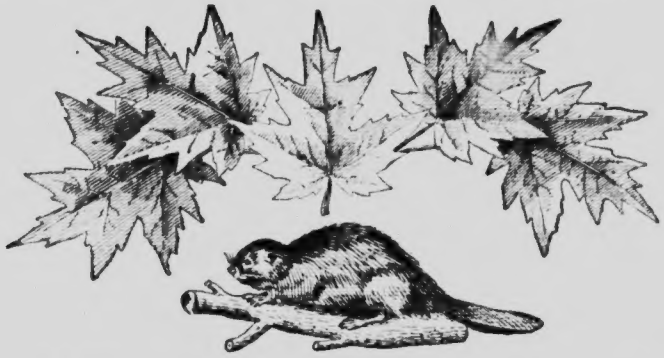

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POSITIC ', FOR WRITING.

Position of Pupil.—Sit facing the desk, with the body leaning slightly forward, the back straight, and the feet placed flat on the floor. A little more than half of the fore-arms should rest lightly on the desk. (See Figs. 1 and 2.)

This position is the easiest, the most natural and healthful, and is the one that the pupil is usually required to take if he enters upon a commercial life.

Position of Book.—Place the paper or book on the desk so that its edges are parallel to the edges of the desk, but a little more to the right, than in the position for reading. The left hand

Fig. 1.

holds the paper or book in position, either at the left margin or below the line which is being written. Should the desk be too high for the pupil, the body and book may be turned slightly to the left.

Position of Pen.—Hold the pen lightly between the end of the thumb and the first two fingers, the thumb being bent slightly outward at the first joint. The end of the thumb should touch the pen a short distance (about half an

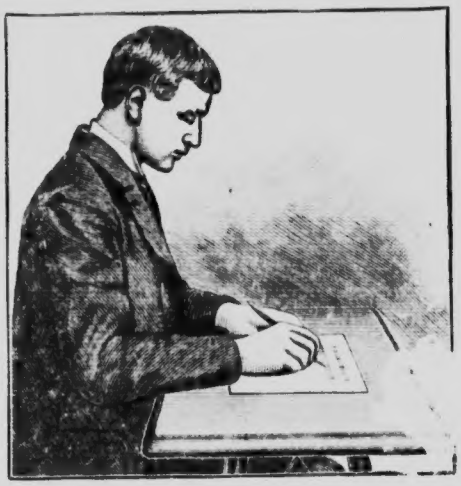

Fig. 2.

inch) above the point where the fingers touch it. The handle of the pen rests in the angle between the first two fingers and against the first finger, about opposite the third joint. The pen should lie in the direction of the fore-arm, with both points of the nib pressing equally on the paper. The hand should rest on the corners of the nails of the third and fourth fingers, which should be closed more than the others; it should not be turned too far over to the right so as to rest on its fleshy part, or too far to the left so as to cramp the wrist and arm. (See Fig. 3.)

Fig. 3.

America discovered by Columbus.

Champlain goes to Fra 1624.

Iroquoian, an Indian stock. N.

Cabot discovered Newfoundland.

Jacques Cartier discovered Canada.

Champlain founded Quebec, 1608.

Maisonneuve at Montreal, 1642.

Iroquoian, an Indian stock. N.

Paulac checked the Iroquois, 1660.

Cabot discovered Newfoundland.

Laval, the first Bishop of Canada.

Jacques Cartier discovered Canada.

Talon, Intendant of New France.

Champlain founded Quebec, 1608.

Marquette and Joliet, explorers ¶.

Maisonneuve at Montreal, 1642.

La Salle. Galinee. de Casson. La.

Daulac checked the Iroquois. 1660.

Sir William Phips took Port Royal.

Laval, the first Bishop of Canada.

Frontenac, great French governor.

Talon, Intendant of New France.

Wolfe captured Quebec, Sept. 1759.

Marquette and Joliet, explorers 9.

Montcalm was a brave general.

La Salle, Galinee, de Casson. La

Canada ceded to England, 1763.

Sir William Phips took Port Royal.

U. E. Loyalists settled in Canada

Frontenac, great French governor.

Quebec Act. Constitutional Act.

Wolfe captured Quebec. Sept. 1759

Americans defeated at Queenston.

Montcalm was a brave general.

Crysler's Farm and Chateauguay.

Canada ceded to England, 1763.

Lacolle. Chippawa. Lundy's Lane.

U. E. Loyalists settled in Canada.

Halifax, N. S. was founded in 1749.

Quebec Act. Constitutional Act.

British North America Act, 1867.

Americans defeated at Queenston.

Monck first Governor General.

Crysler's Farm and Chateauguay.

Decimal Currency in use, 1858.

Halifax, N. S. was founded in 1749.

British North America Act. 1867

Monck first Governor General.

HINTS TO TEACHERS.

Teach the proper position of the pupil, pen and book at the beginning, by showing the pupil how rather than by telling.

See that the desks and seats are properly adjusted for the size of each pupil.

Do not allow a sprawling or leaning position. Be vigilant, and check any irregularity before it becomes habitual.

When children are learning to form any word, supervise all writing, whether written in the copy-book or on the slate. By proper questions lead the pupil to see his mistakes, and have him to correct them.

Encourage the pupils, and show them as often as required how to form any letter or word.

Pay particular attention to, and make a study of those who write badly, and those with any physical defect of the hand or eye.

Use the blackboard, and illustrate each head-line so as to impress on the class the mode of formation of the words.

Teach the use of the pen and ink from the beginning, as to pen-holding, amount of ink to take on the pen to avoid blotting the book and inking the fingers, pen-wiping and care of the pen.

Practice in the copy-books is the *means* by which writing is learned and not the *end*, therefore supplement the writing in the copy-book by TRANSCRIPTION, DICTATION, and COMPOSITION. The writing in these subjects and in the others of the program should show the general writing of the pupil.

Teach writing in connection with reading at first. (See Landon's Principles of Teaching, p. 320.)

"Children should not write too much at a time, especially in the early stages."—Landon, p. 306.)

"Slow and accurate work in the beginning is the sure way to secure rapid progress in the end." (Landon, p. 306.)

Teach each lesson as well as you can and keep up the interest by varying the exercise in as many ways as you can, by encouragement, and by the correction of prevailing faults. If the lower lines are written poorly it is the teacher's fault, except in the case of beginners who will tire easily.

To obtain the best results, the teacher should be a good writer, and should write with the same free and easy movement that he is endeavoring to teach. The teacher's writing on the blackboard should be good at all time so that only good models be placed before the pupil.

SYNOPSIS OF THE SERIES.

No. 1.—Writing is taught in connection with Reading, and the letter forms are introduced gradually in *headline* words and easy sentences. The word signs in Script and Roman type are descriptive of the **pictures.** Assistance in forming the letters is given the pupil by ruled lines to show their height. The NUMBER-FORMS, the figures up to nine, and their names in words, are also given. The headlines are reviewed by placing one in the mid-third of each page. Height of small letters, one fifth inch.

No. 2.—The guide-lines are fewer. The system of review is continued. The matter of the head-lines is easy definitions in Geography, names of the continents, oceans, zones, and zones, and other useful information. Height of small letters, one-sixth inch.

No. 3.—The head-lines are the definitions of terms used in arithmetic, and other useful information. The head-lines are reviewed. Height of small letters, one-sixth inch.

No. 4.—Abundant practice is given in this book, in the writing of proper names, as the head-lines are statements about the important cities, towns, rivers, and provinces of the Dominion of Canada. Height of small letters, one-seventh inch.

No. 5.—The head-lines are a statement or suggestion of some important historical event in connection with the history of Canada, arranged chronologically. Height of small letters, one-seventh inch.

No. 6.—The head-lines are a statement or suggestion of some fact in the history of Great Britain. Height of small letters, one-ninth inch.

No. 7.—This number contains all the common business and social forms. It explains Letter Writing, Bills, Receipts, Orders, etc.

FORM OF LETTERS.

CAPITAL LETTERS.

DIRECT OVALS. REVERSED OVALS.

O C G A D E N M U Y V W 2 S J.

CAPITAL STEM AND OTHERS.

I F Z P B R H K L S X

SMALL LETTERS.

SHORT LETTERS.

i u w n m v x o a c e r s

LOOP LETTERS. SEMI-EXTENDED LETTERS.

l b h k f j y g q z t d p

POSITION OF HAND IN WRITING.